

CRITICAL ANALYSIS OF THE IMPLEMENTATION OF THE MARKET DAY PROGRAM IN FOSTERING THE ENTREPRENEURIAL SPIRIT AMONG STUDENTS IN ELEMENTARY SCHOOL

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Received 9 July 2024 • Accepted 26 September 2024 • Published 30 September 2024

ABSTRACT

Education is one way to build an entrepreneurial spirit. One of the entrepreneurship programs is the *market day program*. The purpose of this study is to analyze the implementation of the *market day* program in fostering the entrepreneurial spirit of students at SD Negeri 1 Banjarkulon Banjarnegara. This research method uses a descriptive qualitative approach with a case study method. Data collection techniques using observation, interviews and documentation. The sources of informants used are students, teachers managing the *market day* program and parents of students. The results of this study indicate that with the *market day* program most students have an entrepreneurial spirit such as self-confidence, creativity in making products, enthusiasm in selling, having a leadership spirit and taking risks. The conclusion of this study is that the implementation of the *market day* program at SD Negeri 1 Banjarkulon Banjarnegara can foster the entrepreneurial spirit of students well.

Keywords: market day program, entrepreneurial spirit, learners

INTRODUCTION

A prosperous society is characterized by a good economic life. Many choices can be made in the lives of people who have a good economic level. The best education is one of the choices for people with a good economic life. Education according to Aryani is a cultural subsystem that has a strategic role in developing human potential to be better, mature, steady, whole, and productive, as well as to anticipate the adverse effects of trends in human cultural development [1]. One of the efforts to develop the potential of students is to carry out entrepreneurial activities in schools. One of the entrepreneurial activities in schools can be implemented with the *market day* program.

The independent curriculum also provides space for entrepreneurial activities. Decree of the Minister of Education and Research No. 56/2022 concerning Guidelines for Curriculum Implementation in the Context of Learning Recovery states that the Curriculum Structure at the PAUD and Primary and Secondary Education levels consists of intracurricular learning activities and projects to strengthen the student profile of Pancasila[2]. Entrepreneurship is one of the themes that can be chosen as a P5 theme, this shows that entrepreneurship is one of the important things that needs to be developed in education.

Entrepreneurship is a creative business that is built on innovation to produce something new, different from others, has added value, provides benefits, and is useful for others[3]. Nisa explains that a creative attitude is one of the things that is very important to develop so that students are able to produce new innovations or ideas that support success in their lives[4]. Learners can apply their creative ideas in the implementation of the *market day*

program.

Entrepreneurial Spirit according to Maknuni needs to be grown from an early age so that students are ready for entrepreneurship when they later plunge into society so that entrepreneurship education becomes an alternative way out to reduce unemployment rates in society[5]. Learners who have a good entrepreneurial spirit will find it easier to survive and compete in life in society later.

Consumptive lifestyle is one of the current problems caused by the times and the ease of technology. The ease of doing online shopping is one of the factors causing the development of a consumptive lifestyle. Angelia, et al, concluded in her research that online shopping is popular because it is easy and saves time but has a negative impact among students which causes students to shop not according to their needs but based on their desires so that it causes them to be consumptive in shopping [6].

Consumptive attitudes also occur in elementary school-age children, this can be seen from the number of students spending snack money at school. Ekawati in her research at SD IT Alam Harum Purbalingga explained one way to reduce the consumptive attitude of students by using the habituation method in *market day* activities[7]. *Market day* activities are able to foster the entrepreneurial spirit of students so that students become more independent, more frugal and willing to share. Entrepreneurship education taught since elementary school age is able to reduce consumptive patterns by training to create something of value and bring the next generation to be able to create jobs in the future[8]. Youth must be able to compete with other nations to take opportunities so that their potential must be maximally explored, especially in a highly competitive global era to prepare for the ASEAN Economic Community (AEC)[9].

This *market day* activity is very suitable for implementation in elementary schools such as SD Negeri 1 Banjarkulon which has a *market day* program. With this *market day* program being the starting point of the school program to explore the entrepreneurial potential of students. In addition, *this market day* program also teaches students directly about economic activities in the form of production, distribution and consumption processes. Learners directly plan and make merchandise, then sell it in *market day* activities and buy products that are sold. The purpose of this study was to analyze the implementation of the *market day* program at SD Negeri 1 Banjarkulon in fostering the entrepreneurial spirit of students starting from the planning, implementation, evaluation and reflection stages of the activity.

Market Day

Market day comes from the English word *market* which means “pasar” and *day* which means “hari”, literally *market day* means “hari pasar” [10]. Praheto stated that besides meaning market day, *market day* can also be interpreted as a day of buying and selling [11]. *Market day* activities can be used as one of the programs to instill the entrepreneurial spirit of students from an early age.

Market day is an activity where students sell their merchandise which will be offered to other students, teachers and employees at school [12]. Learners can produce their own products or be assisted by parents. *Market day* provides an opportunity for learners to be creative, innovate, and learn about the production process and product sales as well as help improve communication skills, selling, managing money and learning from experience. *Market day* is an activity carried out with the aim of fostering and training the entrepreneurial spirit in students from an early age so that it can be well embedded

in students[11].

Buying and selling is an activity that is permitted by Allah. Allah conveyed this through His words in the Qur'anic verse about buying and selling. Allah explains in Surah Al-Baqarah verse 275 as follows:

وَأَحَلَّ اللَّهُ الْبَيْعَ وَحَرَّمَ الرِّبَا

"Meaning: And Allah has justified buying and selling and forbidden usury." [13]

Market Day is an example of the application of integrated education of entrepreneurship education that involves students in the process of production, distribution, and consumption [12]. *Market day* is the actualization of the importance of instilling *entrepreneurship* values early on [14].

Market day is also known as market day or buying and selling day. Market in general is a place where sellers and buyers meet to buy and sell goods or services [15]. From the definition of the market, it can be concluded that the characteristics of *market day* are the same as the characteristics of the market in general. The characteristics or characteristics of the market are: 1) The existence of sellers; 2) The existence of buyers; 3) There are goods / services that are traded and 4) There is an agreement between the seller and the buyer [16]. *Market day* activities have several advantages and benefits. *Market day* is useful for developing students' soft skills such as entrepreneurial skills, creative, courageous, responsible, capable, conscientious, independent, not easily discouraged and the ability to socialize students [17].

Entrepreneurship

Entrepreneurship in English is *entrepreneurship*, in French it is *entreprendre* which means adventurer, risk taker, contractor, businessman and creator who sells his creations [18]. Entrepreneurs perform a process called *creative destruction* to produce *added value* to generate higher value. The core of entrepreneurial skills is creativity. Entrepreneurship according to Peter F. Drucker is the ability to create something new and different [18]. Thomas W. Zimmerer reveals that entrepreneurship is the process of applying creativity and innovation used to solve problems and seek opportunities that everyone faces every day [19]. John Naisbitt revealed that even poor countries rise even without abundant natural resources, as long as they make opportunities as efficient and effective as possible so that investment can be developed and utilized by potential human resources, professionals, and able to compete [1]. Potential human resources here can also be interpreted as an entrepreneur.

An entrepreneur must have an entrepreneurial spirit. *Entrepreneurial* soul is a characteristic or mental attitude possessed by a person that reflects the spirit, attitude and mindset of an entrepreneur. Entrepreneurial Spirit is in everyone who has creative and innovative abilities, in everyone who likes change, renewal, progress, and challenges [19].

Entrepreneurship according to Eddy Soeryanto Seogoto is an innovative and creative person who is able to establish, develop and advance his company to excel [20]. An entrepreneur is an innovator, an individual who has the instinct to see

opportunities, has the passion, ability and mind to conquer lazy and slow ways of thinking [21]. In entrepreneurship not only knowledge about business, but also must have the soul, talent and mentality to do business [22]. *Entrepreneurship* according to S. Alam is a combination of innovation, creativity, and courage in facing risks carried out with hard work to form and run new businesses [23].

Indicators of entrepreneurial spirit are 1) full of self-confidence; 2) have initiative; 3) have a motive for achievement; 4) have a leadership spirit; and 5) dare to take calculated risks (like challenges)[19]. Characteristics of an ideal entrepreneur include: 1) *willingness and self-confidence*; 2) focus on goals and objectives (*goal setting and destination*); 3) brave and hard worker (*hard worker and intrepid*); 4) courage to take risks (*risk taking*); 5) dare to be responsible (*responsibility*)[24]

Learners

The Big Indonesian Dictionary explains that students mean people, students, students or school children who are following the education process [25]. Sadullah explained that students are human figures as individuals or whole human beings [26]. Learners should be viewed as subjects so that educators should not determine the child as the educator's will [26]. Danim explained that the designation of learners is legitimized in Indonesian educational law products, the designation of learners replaces the designation of students, students or learners [27]. Learners are people or students who study knowledge and try to develop themselves in a level of education, both formal and non-formal[25]. Law No. 20 of 2003 explains that learners are members of society who seek to develop their potential through the educational process at certain paths, levels, and types of education[28].

There are six criteria for learners according to Syamsul Nisar, namely: 1) learners are not miniature adults but have their own world; 2) learners have a periodization of development and growth; 3) learners are creatures of God who have individual differences both due to innate and environmental factors; 4) learners are human beings who have needs, namely physical and spiritual needs; 5) learners are two physical and spiritual elements; 6) learners are human beings who have the potential or fitrah that can be developed and developed dynamically[29].

The term character in Islam is called *akhlak*. Characteristic comes from the word character which means the characteristics, traits, dispositions, and habits possessed by a person and their nature is relatively fixed[30]. The characteristics of learners are all patterns of abilities and behaviors that exist in them as a result of the interaction between their innate and social environment that determines their activities in realizing their hopes and aspirations[27].

The variety of learner characteristics is influenced by several things such as: 1) ethnicity; 2) culture; 3) social status; 4) interests; 5) cognitive development; 6) initial ability; 7) learning style; 8) motivation; 9) emotional development; 10) social development; 11) moral and spiritual development; and 12) motor development[30].

MATERIAL AND METHODS

This research uses a descriptive qualitative approach with a case study method. Qualitative research is research that produces analytical procedures that do not use statistical analysis [31]. Case study is a research method used to understand a

phenomenon by analyzing data from one or more selected cases. Case studies can actually cover many other topics such as individuals, organizations, processes, programs, environments, institutions, and events[32].

The research subjects or informants of this research are SD Negeri 1 Banjarkulon students in grades 6, 5 and 4, *market day* program managers and parents. Data collection using primary sources and secondary sources[33]. Data collection techniques using observation, interviews and documentation. Observation is when researchers go directly to the field to observe the behavior and activities of individuals at the research location[34].

The data analysis technique uses the Miles, Huberman and Saldana model, which is an interactive model that applies four steps, namely data collection, data condensation, data display and conclusion: drawing / verifying[35]. Data validity testing was carried out by triangulating sources and triangulating techniques

RESULTS AND DISCUSSION

The implementation of the *market day program* as one of the programs at school is expected to foster the entrepreneurial spirit of students. *Market day* according to Mashud is an example of the application of integrated education of entrepreneurship education that involves students in the process of production, distribution, and consumption[12]. The implementation of the *market day* program at SD Negeri 1 Banjarkulon has involved the production, distribution and consumption processes. The following is the implementation of the *market day* program at SD Negeri 1 Banjarkulon:

1. Implementation of the *market day* program as an effort to foster the entrepreneurial spirit of students at SD Negeri 1 Banjarkulon Banjarnegara

The implementation of the *market day* program at SD Negeri 1 Banjarkulon has 4 stages, this is different from the results of Siti Patimah's research (2021) at SDIT Permata Jannati Banjarmasin that in the implementation of *market day* at SDIT Permata Jannati there are 3 steps, namely planning, implementation and evaluation[36]. The stages in implementing the *market day* program at SD Negeri 1 Banjarkulon are planning, implementation, evaluation and reflection. The following is the explanation:

a. Market Day Program Planning

In planning, the focus is on implementing the rules of the *market day* program and the methods used.

1). Market Day Program Implementation Rules

Nur Hidayah & Ayuningtyas in his book entitled *Market day* and Entrepreneurship character explains the rules or rules for implementing *market day* from the rules of implementation, participant requirements, division of participant duties and participant rights and obligations[10]. SD Negeri 1 Banjarkulon also makes rules for implementing the *market day* program. The following are the rules for implementing the *market day* program at SD Negeri 1 Banjarkulon, among others:

- a) The market day program is held every Saturday in turn for grades 4, 5 and 6 according to the schedule.
- b) Implementation is done during the first break time

- c) Planning activities accompanied by homeroom teachers as student assistants in the market day program
- d) Mentors have the authority to determine the methods that will be used when implementing the market day program.
- e) Capital comes from collected learners or other sources by mutual agreement.
- f) The products sold in the market day are healthy and halal, do not contain harmful food additives and are home-produced.
- g) The price of products sold is between IDR 500.00 to IDR 3,000.00
- h) Market day organizer prepares and assists during market day implementation.
- i) Product creation may be assisted by parents
- j) Learners are kind and polite during market day implementation
- k) Participants make a simple sales report to their homeroom teacher in the form of sales results compared to the initial capital so that the profit or loss is known.

The rules in the implementation of this *market day* are made so that students know what to do in the implementation process.

2) Market Day Program Implementation Method

The implementation of the *market day* program at SD Negeri 1 Banjarkulon uses 2 methods, namely the division of small groups and class projects, this is different from the results of Yuni Isnaeni's research at SDIT Alam Harapan Ummat Purbalingga where the implementation of *Market Day* is carried out by dividing students into several groups in one class then the group that gets a *market day* schedule with a certain predetermined theme will make products and sell with groups from other classes, each student brings and sells their own products[37]. In contrast to the implementation at SD Negeri 1 Banjarkulon where several students make and sell one product together. The implementation of *market day* at SD Negeri 1 Banjarkulon uses 2 methods, namely:

a) Small group division method

The method of dividing small groups is carried out by assistants so that students do not feel burdened with the task of making products for *market day*. The assistant will divide the learners in their class into small groups of at least 2 learners. The assistant will give directions a week before implementation and help learners plan in making their products. Learners will make their products at home and may be assisted by parents.

b) Class project method

The class project method is a method where learners make products directly at school. Facilitators and learners determine what product will be made, then make a plan together and divide the tasks in one class. The facilitator gives directions for planning the tools and materials needed. Capital comes from class cash. The facilitator helps in the process of making the product if the learners are not yet able, and simply supervises if the learners are able to do it themselves.

b. Implementation of *Market Day* Program

The *market day* program at SD Negeri 1 Banjarkulon is carried out every Saturday with an alternating schedule between grades 6, 5 and 4. The implementation of this *market day* is different from the research of Rukmana et al., at TK-Al-Kindi who implemented *market day* twice a semester[38]. The following are the results of the implementation of the *market day* program at SD Negeri 1 Banjarkulon:

1) *Market Day* Implementation in Grade 6

The number of students is 16 consisting of 8 male students and 8 female students. The program assistant is Mrs. Dwi Ariyanti, S.Pd. Grade 6 uses 2 methods, namely:

a) Small group division method conducted on October 14, 2023

The facilitator divides the learners into 8 groups, but only 7 groups participate. Learners make the products at home, with the help of their parents. Learners sell the products at school during the *market day* schedule.

b) Class project method implemented on November 04, 2023

Facilitators and students determine the product that will be made. In this schedule, learners will make seblak and jelly drinks. Facilitators help learners make plans needed to make seblak and drinks and divide tasks for learners. Learners make the product directly at school and once it is ready it is immediately sold. The assistant supervises and helps if needed.



Figure 1. Implementation of the market day program in grade 6

2) Implementation of *Market Day* in Grade 5

The number of students is 9, consisting of 6 male students and 3 female students. The 5th grade program assistant is Mr. Rokhim, S.Pd. Class 5 uses the Small Group Method for implementation on October 21, 2023 and November 11, 2023.



Figure 2. Implementation of the *market day* program in grade 5

The facilitator divides the learners into 3 groups. Learners make the products at home and may be helped by their parents. Learners bring the products to school and sell them at school during the *market day* schedule.

3) Implementation of *Market Day* in Grade 4

The number of learners is 10 consisting of 6 male learners and 4 female learners. The program assistant is Mrs. Tri Mulyati, S.Pd. SD. Grade 4 uses 2 methods in implementing its *market day* program:

a) Class project method carried out on October 28, 2023

The facilitator creates a project with the learners to make empek-empek. The facilitator helps learners prepare the tools and materials needed. The facilitator directly teaches the process of how to make empek-empek. Learners practice directly from the beginning of making to selling the product. Learners look active and excited to participate in *market day* activities.



Figure 3. Students prepare empek-empek which will be sold on marketday activities in class 4.

b) Small Group Method conducted on November 18, 2023

Mentors divide learners into 5 groups. Learners plan to make the product with the help of the mentor. Learners make products at home and may be assisted by parents. Products made at home are then sold at school during the *market day* schedule.

Learners prefer to implement the *market day* program with the class project method because they can directly learn how to make products at school by being accompanied and directed by assistants. There are male learners who do not make products because they feel difficult or lazy. Female learners tend to be more enthusiastic and feel happy with the *market day* program even though they experience difficulties in making their products. As stated by Ana Andriani and Muntohar in her book that students have different characteristics which are influenced by various factors[30], as well as the characteristics of students at SD Negeri 1 Banjarkulon which are different.

In accordance with the indicators of entrepreneurial spirit according to Suryana which are full of confidence, have initiative, have a motive for achievement, have a leadership spirit and dare to take calculated risks (love challenges)[19]. The entrepreneurial spirit

that is grown from the implementation of the *market day* program at SD Negeri 1 Banjarkulon is like the creative and innovative spirit of students, full of confidence, has the initiative, has a motive for achievement, has a leadership spirit and dares to take risks, is responsible and able to work together. It can be concluded that the implementation of *market day* activities in fostering the entrepreneurial spirit of students at SD Negeri 1 Banjarkulon has gone well. Activities carried out by students in a series of *market day* program implementations have been able to foster the entrepreneurial spirit. Learners have shown indicators of entrepreneurial spirit that are expected to emerge.

c. Evaluation of *Market Day* Program Implementation

Evaluation or assessment is carried out to see whether the program is going according to plan or not. Evaluation of the *market day program* at SD Negeri 1 Banjarkulon is carried out after each *market day* activity by the principal, *market day* program manager and teachers at SD Negeri 1 Banjarkulon. This evaluation is carried out with the aim of seeing the development of students whether there is progress or still running in place.

The Officer of Advocacy Small Business Administration in Suryana states that the characteristics of successful entrepreneurs are reflected in their personality traits[19]. One indicator of entrepreneurial success is being creative and able to see opportunities to do business. In accordance with Suryana's opinion that the driving factors of entrepreneurial success are determined by three factors, namely; 1) ability and willingness; 2) strong determination and hard work and 3) opportunities and opportunities[19]. *Market Day* illustrates the situation to students that if you want to be successful you must have these 3 things.

The implementation of this *market day* program as a whole is good, there are many changes in students, especially related to entrepreneurship. The entrepreneurial spirit of students began to grow such as creative ideas in making food, enthusiasm in selling, confident attitude in selling, building cooperation, taking initiative, being responsible, having a leadership spirit and taking risks.

This evaluation activity is also carried out to see what obstacles exist in the *market day* program that has taken place, so that it can be analyzed and the best solution can be found so that the implementation of the *market day* program becomes better in the future.

d. Reflection of *Market Day* Program Implementation

Reflection is a process by which a person consciously thinks about, evaluates, and understands an experience or event that has occurred. Reflection involves introspection or assessment of actions. Reflection helps to learn from experience and develop a deeper understanding of a particular situation, in this case about the implementation of *market day* at SD Negeri 1 Banjarkulon.

Reflection on the implementation of the *market day program* was carried out jointly by the principal, program managers and teachers at SD Negeri 1 Banjarkulon. Reflection of the *market day* program implementation activities is carried out after carrying out the evaluation. This reflection activity is carried out to find out to what extent the implementation of the *market day program* has been running, what are the shortcomings and advantages of the implementation of the *market day program* and what improvements

need to be made to improve the course of the program.

The results of the reflection on the implementation of the *market day* program are that in general the implementation of the *market day* program has gone well according to schedule, students are happy to participate in *market day* activities. *Market day* activities provide practical experience directly to students in carrying out economic activities such as production, distribution and consumption. *Market day* activities foster the entrepreneurial spirit of students. *Market day* activities help learners develop their social skills. *Market day* activities also help learners in learning to count. Ghozali stated that *market day* has a positive impact on students, including as a means of counting while selling[39].

One thing that needs to be considered is planning. This planning stage needs to be further refined, and needs to establish communication with parents. In addition to parents, the role of *market day* program assistants is also very important because this also has an impact on the enthusiasm of students who are in their responsibility. Assistants who are active, creative and accompany students from planning to implementation show more significant results on their students. Failure in planning is one of the causes of the failure of a program.

The advantages of implementing the *market day* program are an added value in itself, but the shortcomings of the implementation of this *market day* need to be made into reflection and consideration for the implementation of *market day* in the future.

2. Strengths and weaknesses in the implementation of the *market day* program in fostering the entrepreneurial spirit of students at SD Negeri 1 Banjarkulon Banjarnegara.

The implementation of the *market day* program at SD Negeri 1 Banjarkulon runs smoothly and successfully, but that does not mean there are no obstacles or shortcomings at all. The results of research at SD Negeri 1 Banjarkulon on the implementation of the *market day* program also found advantages and disadvantages.

The advantages of implementing the *Market Day* Program at SD Negeri 1 Banjarkulon include: 1) The *market day* program provides practical learning experiences where students can apply knowledge directly about economic activities including the production, distribution and consumption processes; 2) Learners feel empowered because learners play an active role in designing, producing, and selling their own products so that this can increase their self-confidence and leadership skills; 3) The *market day* program helps develop learners' entrepreneurial skills and interpersonal skills; 4) The *market day* program gives learners the opportunity to explore their creativity in making products that will be sold so as to stimulate creativity and innovation in learners; 5) The *market day* program gives parents the opportunity to be directly involved in their children's entrepreneurial education by providing support, guiding and motivating them.

Disadvantages of implementing the *Market Day* Program at SD Negeri 1 Banjarkulon include: 1) Some students who are less enthusiastic about the *market day* program do not work on projects properly, such as not making products to sell at school; 2) Some parents who are busy, sometimes do not know the tasks or schedules of their children's *market day* so they do not provide the assistance needed; 3) The quality of the products made by students varies, some groups succeed in making products that students like so that they sell immediately, while others have ordinary or less attractive products so that sometimes

there are leftovers; 4) Learners sometimes experience difficulties in planning products such as determining which products to make because there are many that they want to try and difficulties in making the products.

The implementation of *market day* programs early on in school is very important and useful for students in facing their future. Salwa Siti Saadah and Asep Rudi Nurjaman suggest that *market day* activities can provide new learning experiences and be able to foster positive character values that will be a provision for students in facing life in the future[40].

This *market day* program must also be supported by all parties and must have clear objectives in order to get good results. However, the implementation of a program cannot be separated from its advantages and disadvantages, as well as this *market day* program. The advantages of a program can be a measure of its own success, and its shortcomings become reflection material that later needs to be improved so that in the future the program can run better and provide better results as well. The implementation of the *market day* program at SD Negeri 1 Banjarkulon has succeeded in fostering the entrepreneurial spirit of students well, seeing from all the stages that are well implemented.

CONCLUSIONS

Entrepreneurship is an attitude and mentality that is shown through actions that are always strived for in a better direction. Instilling the entrepreneurial spirit to students is one of the important things that can be done in simple ways that are easy for students to understand, one of which is with *market day* activities. The steps of implementing the *market day* program start from planning, implementation, evaluation and reflection of activities. The values of the entrepreneurial spirit that can be developed through the *market day* program include being confident, creative and innovative in making food products, having a motive for achievement, having a leadership spirit and taking risks. The implementation of the *market day* program at SD Negeri 1 Banjarkulon has advantages and disadvantages which are material for reflection for the implementation of the *market day* program in the future.

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